

PSC-ED-OSDFS

Moderator: Bryan Williams
August 3, 2010
12:00 pm CT

Coordinator: Welcome and thank you for standing by. Participants will be in a listen-only mode until the question-and-answer session of today's call. Today's call is being recorded. If you have any objections, you may disconnect at this time.

I will now turn the call over to your speaker, Ms. Debbie Kalnasy. Thank you, ma'am. You may begin.

Debbie Kalnasy: Thank you. Good afternoon and welcome to our Webinar on Safe and Supportive Schools. The first portion of this session will be conducted by Bryan Williams. He is also joined by Kristen Harper of our staff.

We ask that you do not submit any questions through the chat room. We are recording today's call and we're going to post the questions online so that they can be there for future reference.

So if you would, we'd rather that you hold all your questions, then there will be a question-and-answer session. At the end of today's call, we'll open it up for everyone to get the opportunity to ask the questions that they have.

If you haven't already done so and you're only listening to the audio portion, there is also a visual portion that was included in the email that went out on the Webinar so you can see the slides that Bryan has for today's call.

At this point, I'm going to turn it over to Bryan so that he can begin conducting today's conference call.

Bryan Williams: Thank you, Debbie. Welcome everyone. This will be the second and final conference call for the Safe and Supportive Schools initiative, and thank you for joining in today.

We have a very short agenda for this Webinar because we wanted to allow sufficient time to get all of the questions that folks may have. So we're not going to rehash anything that we've discussed in the previous Webinar. We're going to save the bulk of our time today for questions. Okay?

So there are few things that I want to go over very quickly before we do so. We're going to go over a few reminders that I wanted to make sure that everyone kept in mind and then, as I mentioned, we're going to save the remaining time for questions. Because we feel at this point, folks are really into finalizing their proposals and they may just have some issues or questions about submission or specific things about format et cetera. So we want to make sure that we have an opportunity to answer those questions.

Please remember, and if you don't know this, I'm sure you do by at this point, but the due date is next Monday, August 9. And please keep in mind that your application has to be submitted via e-Application and it has to be totally submitted by 4:30 pm Eastern Time. Okay?

So again, I know we've mentioned this on the previous Webinar, but please do not wait until 4:20 or 4 o'clock pm Eastern Time to begin uploading your application. I have heard a variety of horror stories about e-Application and people that submitted too late to get their entire proposal uploaded.

So if possible, try to upload your application as early as possible. If you have to submit it on Monday, please begin in the morning or early in the afternoon. Don't wait until late in the afternoon to begin submitting your proposal because we want to make sure that we get each one.

Again, there are several technical requirements of the e-Application system. These are noted in the application. If you look at the application package, the bulk of them are on Page -- begin on Page 9 under Application Submission.

Please take a look at the technical requirements statistically as they relate to certain document and file format. E-Application has some specific requirements regarding each of those so make sure that you take a look at the submission requirements.

If you have any questions about e-Application, please ask them as soon as possible preferably before Monday. If you can ask them or forward them to me via email or give me a call sometime this week, if you have any questions about e-Application, it's still, you know, sufficient time for us to go over your questions and make sure that you're -- you know, you're completely technically fine in uploading.

So, you know, please don't call me at 4:15 pm and ask me to walk you through e-Application because at that point, it's going to be pretty much a lost cost.

So we want to make sure that we get everyone - we give responses to everyone's questions rather and that you have sufficient time to make any, you know, type of corrections or edits based on the technical requirements. Okay?

One thing I would like to do because we're pretty much - and this is probably not a first for people in Washington, D.C. but we're operating in the dark a little bit.

So I noticed that we have about 32 people on the call this afternoon and I wanted to see if your state is planning on submitting an application, if you could just shoot the host or the presenter an email and just let me know which state you're from and if you're applying.

That will help us with our preplanning for the peer review and we can get a rough estimate of how many applications we think we are receiving. Yes, you can just raise your hand. Kristen, just pointed out that there's a button for "Raise Your Hand" which I did not see. But, okay, Kristen, that didn't tell us what state though.

Kristen Harper: No.

Bryan Williams: I want to know what state. I want to know everything.

Kristen Harper: Email is also useful.

Bryan Williams: Yes, email is also useful.

Kristen Harper: Oh, they put their hands down.

Bryan Williams: Oh, they put their hands down. Can we just excuse them off?

Kristen Harper: All right. Email.

Bryan Williams: Yes. You can - yes, somehow, if you could just let us know, that will give us an estimate about what we need to do in terms of, - you know, we're beginning our planning process so if you have a chance to do that during the Webinar, that would be great.

Okay. At this point, we are ready to entertain any questions that you may have. As I've mentioned, we wanted to save the majority of this call for questions.

And I know that we've answered a ton of questions last time and I know that hopefully at this point, you weren't asking if you're eligible or, you know, what the program is about or what the Office of Safe and Drug-Free Schools is. I hope it's something that, you know, will help you as you're finalizing your proposals. So at this point, we'd like to open it up for questions.

Coordinator: Thank you. If you would like to ask a question, please press star-1. Please unmute your phone and record your name fully and clearly when prompted. It's required to introduce your question. Once again, that's star-1 if you would like to ask a question. One moment.

Bryan Williams: And I know we're not that clear that there are no questions.

Coordinator: I have a question from (Gary Vermire). Your line is open.

(Gary Vermire): Good afternoon.

Bryan Williams: (Gary).

(Gary Vermire): How are you?

Bryan Williams: I'm good. How are you?

(Gary Vermire): I keep showing up.

Bryan Williams: It feels like just yesterday I spoke with you.

(Gary Vermire): Not on Sunday though.

Bryan Williams: Yes.

(Gary Vermire): My question is, it's kind of a technical question, I think...

Bryan Williams: Sure.

(Gary Vermire): ...regarding one of the application guidelines. I know the 80% of grant process must be awarded in project Years 2, 3 and 4 to carry out, you know, program interventions or TA.

Bryan Williams: Uh-huh.

(Gary Vermire): The question we have is under the timings amendment, is it possible to award funds to budget funds in Years 1, 2, 3 and 4 but award them in 2, 3, 4 and then a year beyond?

Bryan Williams: Well, we can't really plan for a fifth year of a four-year project.

(Gary Vermire): Okay.

Bryan Williams: As you probably are aware from our grant administrative regulations, grantees are allowed to have an additional 12 months at the end of their grant if there are any activities that remained to be completed but we can't proactively plan for that.

(Gary Vermire): Understood. Thanks a lot.

Bryan Williams: Sure.

Coordinator: We have a question from (Camille McCaslin). Your line is open.

(Camille McCaslin): Yes. Eighty percent of the funding has to go to the school. What budget category do you plan to see that in?

Bryan Williams: It could be - it depends on which cost category you're talking about. You know, I've seen some questions from folks. It can be - you know, and sometimes, it's just put in "other" because there's really no cost category that completely encompasses it.

As long as - what I would guess they should clarify is it doesn't really matter what category it's in as long as your budget narrative is clear and explaining it.

(Camille McCaslin): Thank you.

Coordinator: The next question is from Ms. (Chang). Your line is open.

(Chang): Hi.

Bryan Williams: Hi.

(Chang): I have a question on the human subjects research. I believe that because I would look into exemptions that if we are surveying children that we not exempt, right?

Bryan Williams: You're not - you wouldn't be exempt.

(Camille McCaslin): So we will have to submit a notice to explain our program?

Bryan Williams: Can you clarify your question?

(Camille McCaslin): Right. Because like on form, the Supplemental Information Request.

Bryan Williams: Uh-huh.

(Camille McCaslin): Number 3 is (after) by human subject research. So because we are surveying - you know, the program itself (unintelligible) using our system just survey students, so we're going to survey students. So that's the - they are considered human subject. So the answer to that question is yes.

And then the form asks about whether the research activities to be exempt from the regulations. I'm assuming that they are not exempt because I have read some of the definitions saying that if we proposed the survey children then we can - it cannot be exempt from the regulation.

Kristen Harper: I'm not certain that the requirements of this grant would mean that the data question be submitted, you know, in IRB or falls under the - under, you know, human subjects research. We can double check on that for you.

(Camille McCaslin): Okay.

Kristen Harper: I'm not clear that it does so.

(Camille McCaslin): Okay. Oh, it's not that. So we just put no at this time?

Kristen Harper: Let us double check that with our General Counsel's office and we'll get...

(Camille McCaslin): Okay.

Kristen Harper: ...a clear answer for you, but at this time, I don't - I believe the answer is no.

(Camille McCaslin): Oh, okay, good. Thank you.

Bryan Williams: Yes. This isn't research so, you know, like Kristen said, we'll get a clarification on that but my initial response would be, you know, this would not qualify human subjects research.

(Camille McCaslin): Okay, good. Thank you.

(Tom Harman): Great. Thanks, Bryan. This is (Tom Harman) here as well.

Bryan Williams: Hi, (Tom).

Coordinator: Once again, if you would like to ask a question, please press star-1.

Bryan Williams: This maybe the shortest Webinar in history. Are there any other questions?

Coordinator: One moment.

Bryan Williams: Are the (unintelligible) going to do this year?

Coordinator: We have a question from Judi Sipowicz. Your line is open.

Judi Sipowicz: Hi, yes. Just also to let you know, Maine is going to submit an application
so...

Bryan Williams: Oh, thank you.

Judi Sipowicz: ...we can take care of that email right away.

Bryan Williams: We were just talking about Maine earlier today.

Judi Sipowicz: Oh, well that's - and I hope in just glowing terms too.

Bryan Williams: Of course.

Judi Sipowicz: We're looking at the question about tracking costs...

Bryan Williams: Uh-huh.

Judi Sipowicz: ...by major component area. Does the budget narrative take care of that or
does there need to be something else within the application?

Bryan Williams: No. The budget narrative will take care of that.

Judi Sipowicz: Okay.

Bryan Williams: And that just relates to the data collection.

Judi Sipowicz: Okay.

Coordinator: Next question is from James Witty. Your line is open.

James Witty: Hey. This is James from Tennessee. I had a quick question about the actual intervention moneys that were supposed to provide 20% of the total - provide intervention funding for 20% of the total number of eligible schools in the state.

Can you explain that just a little bit more? I've forgotten from the last conference call and I wanted to make sure I have that clear in my head.

Kristen Harper: So after you've developed the criteria by which you would select schools to implement programmatic interventions, the number of schools that are selected cannot exceed 20% of the total number of eligible schools within the state.

James Witty: Okay.

Kristen Harper: So literally, you calculate the total number of all eligible schools being all the schools with a Grade 9, 10, 11 and 12. You take 20% of that total and that figure, you cannot exceed that figure when exceeding - when selecting schools to implement programmatic interventions.

James Witty: Okay, which is completely different from us having to survey 20% of the state's total student enrolment. Does that two separate...

Kristen Harper: Yes. And just...

James Witty: ...issues?

Kristen Harper: ...to clarify that, you have to have a - you have some LEA participation where those LEAs represent at least 20% of the state's total student enrolment.

James Witty: Okay. That clarified it for me. Thank you.

Kristen Harper: Uh-huh.

Coordinator: Next question is from Carol Thomas. Your line is open.

Carol Thomas: Hi. We're looking - we want - we need clarification going further on the surveying process. Can we survey students who are not in Grades 9 through 12?

Bryan Williams: You can if they're in an eligible school.

Carol Thomas: And if they're not in an eligible school?

Bryan Williams: No.

Carol Thomas: Could we survey them using other funds?

Bryan Williams: If they're not granted federal grant funds from this program, yes.

Carol Thomas: And would you want us to describe that in the application?

Bryan Williams: Oh, definitely. And especially in your budget - and in your budget narrative.

Carol Thomas: Okay. Thank you.

Bryan Williams: Uh-huh.

Coordinator: We have a question from (Patrick Murphy). Your line is open.

(Patrick Murphy): Hi, thanks. This is from Illinois. We're just - question about the funding which Illinois potentially could be eligible for up to \$12 million but then there's only \$27 million in the appropriation, so I just wondered if you could provide a little more clarification on that.

Bryan Williams: Kristen is going to write a check for that so we're good for it.

Kristen Harper: No. I mean those figures, again, are just guides. They're not figures saying how much is a school is eligible - a state would be eligible to receive their averages but were simply meant as some guidance from us.

We've just gone from preliminary calculations about how much we envision that a state might need, you know, from your years to years to do the - to complete the data collection and to provide adequate funding for - to implement the programmatic interventions in the schools selected.

However, final - you know, a final proposal regarding budget is ultimately left to the state. What was provided is simply guidance, but one of the things we wanted to ensure that is that any of our grantees would receive adequate funds to fill the purpose of requirements of the program.

Bryan Williams: Then also, (Patrick), to talk about the fiscal year funding, this will be - you know, the \$27.3 million is just for fiscal year 2010. And as you probably know from other programs, future funding is always contingent upon

congressional appropriations. You know, it really comes down to the quality of the proposals we receive this year and who applies.

So, you know, that's why I was, you know, kind of asking who thought they were going to apply because then that could give us an indication about how many grants we could make.

(Patrick Murphy): Okay. Thank you.

Bryan Williams: Yes.

Coordinator: We have a question from Cindy Erickson. Your line is open.

Cindy Erickson: Yes, thank you. This is Cindy from Iowa and we...

Bryan Williams: Hi, Cindy.

Cindy Erickson: ...are applying for grants. Hi.

Question about when the first Webinar was. Somehow I must have missed that and wondering, I guess, beyond the - what I missed is there are answers to questions available from where is the PowerPoint.

Bryan Williams: Yes.

Cindy Erickson: (Unintelligible) for some information on that.

Bryan Williams: The first Webinar was on July 22, and it is posted online, if you want to relive in all its glory. You are more than welcome to email me after the call and I

can send you a link directly to the Webinar. If you want to listen to it and if you have any questions afterwards, you know, feel free to contact me.

Cindy Erickson: All right. Great. Thank you.

Coordinator: The next question is from (Joe Lucazano). Your line is open.

(Joe Lucazano): Okay, hi, thank you. In our draft of our narrative, we had established, I think, five or six of our own goals. We see here in the booklet that you have these performance measures -- the GPRA's. Are they to be integrated into those schools or do we just use the GPRA performance measures as a whole?

Bryan Williams: No. Your - you can have your own goals. I mean that - the GPRA measures do not necessarily take the place of your own individually specified project goals.

As the application explains, the GPRA measures are how this initiative will be evaluated and assessed. So in your performance report, should you be one of the grantees or recipients of funds and other program, you will have to address these measures in your performance report.

So most likely, this will be integrated into your narrative in some fashion. You know, generally, it will be in the evaluation section which is where traditionally people have addressed this, but that's not to say that it couldn't be also (inspired) into your own program objectives and goals. You know, it's pretty much up to you.

But note, if you will have to address them in your performance report which will be due, typically our programs have a performance report that is required each project year.

(Joe Lucazano): Okay. Good. Thank you.

Bryan Williams: Uh-huh.

(Joe Lucazano): Okay.

Coordinator: We have a question from (Jeff Hodges). Your line is open.

(Jeff Hodges): Yes. This is - Georgia will be applying for the S3 grants as well.

Bryan Williams: Thanks, (Jeff).

(Jeff Hodges): My question is this, it's more of a technical question, but do you know if the system will take Word 2007? Is it compatible with Word 2007?

Bryan Williams: And I am quickly scanning through the...

(Jeff Hodges): I couldn't find it.

Bryan Williams: ...the application.

(Jeff Hodges): Maybe I overlooked it.

Bryan Williams: And if Debbie is still on the call...

Debbie Kalnasy: I am and I do know the answer to that.

Bryan Williams: Thank you, Debbie.

Debbie Kalnasy: It is compatible with Word 2007.

(Jeff Hodges): Great.

Debbie Kalnasy: The only thing you need to do is when you save your document, you cannot save it in the .docx format. Just save them down to the .doc format.

(Jeff Hodges): Okay.

Debbie Kalnasy: You can use Word 7 but you just have to save them as a .doc extension...

(Jeff Hodges): Okay.

Debbie Kalnasy: ...because if you save them as a .docx, they will not open at all and then we wouldn't have your narrative to send to peer review.

(Jeff Hodges): That's all we're worried about. Thank you very much.

Debbie Kalnasy: You're welcome.

Bryan Williams: Thanks, Debbie.

Coordinator: We have a question from (Tom Harman). Your line is open.

(Tom Harman): Hi. Bryan, (Tom Harman) here, and e will be applying for the grant as well, from California.

Bryan Williams: Hey, (Tom).

(Tom Harman): Hey. Going back to this question on the 80 - the - I'm very interested in the commitment of the funds in the first year. Can this commit, in other words, you encumber funds but two funds that by design are awarded in Years 2, 3, 4?

Bryan Williams: Say that again, (Tom).

(Tom Harman): Funds that we would commit during the first year or encumber and include in the budget but they would be awarded in Years 2, 3, 4...

Bryan Williams: You mean awarded to...

((Crosstalk))

Bryan Williams: You mean committed to -

(Tom Harman): To schools, to LEAs.

Kristen Harper: Years 2, 3, 4 is correct, however, there is a limitation that you cannot use funds for programmatic interventions in Year 1, however, remember that our requirement is that you take schools based on survey data and incident data or the list of -persistently lowest achieving schools or both.

The intention of this program is to make sure that we're choosing schools based on, you know, the data that we're getting back in the measurement system. And so there's just a concern that we need to - that data system needs to be up and fully functional before those schools are chosen.

(Tom Harman): I see. Right. And again - and that was the intent of the funds to get that data system up. And so in our case, we feel like we have a data system that's fairly

robust currently but it does need tweaking, you know, which, of course, we'll use those funds for. But - okay, but I think that answers the question that the funds need to be used for that effort in the planning and in the data collection efforts.

Kristen Harper: So probably the simplest answer to your question is starting in Year 2, at least 80% of funds must be committed towards programmatic intervention, however - and then there's a requirement that the data system needs to be running prior to the schools that will be - before you select schools to implement programmatic interventions.

However, with regard to Year 1 funding, we've not (raised) any restrictions about how much needs to be put towards the data system and how much needs to be put towards programmatic intervention. If suitable, programmatic intervention could be implemented in Year 1, if that's suitable for a state without (unintelligible).

(Tom Harman): Oh, (unintelligible).

Woman: So let's clarify that. This is California too. So are you saying that - well, we have a system in place. We will do the data collection in Year 1. I will probably - but can we set aside maybe like a half the funds available in Year 1 (unintelligible) wait till we have the survey data to calculate the (unintelligible) school first? Can we do that?

Kristen Harper: Yes.

Woman: Yes?

Kristen Harper: That would be allowable based on the requirements of the program, yes. There is not a minimum requirement regarding how many - how much of the funds must go towards the data system. The requirement of the data system must be functional.

Woman: Right. So we'll definitely make sure that we have the system in place and then we'll survey the students first and then they will be given after we have, you know, completed surveyed data collection.

So I just want to clarify, make sure I totally understand it, so is it possible that we set aside some funds in Year 1 for programmatic implementation that we wouldn't award them until Year 2 when we have the data to determine for which the funds can go to, right?

Kristen Harper: There is no requirement that programmatic interventions can be implemented in Year 1. There's nothing in the grants that says that that's not allowable. (A state) depending on it, capacity can implement programmatic interventions in Year 1. That is allowable and there are no percentages.

No minimum requirements regarding how much money have to be put towards the data system in Year 1. We just deliberately left that open because of varying capacity from state to state with regards to data collection.

Woman: Year 2 has...

Kristen Harper: Year 2, however, we want to make sure that after that initial planning year that we're in a timely fashion, making sure that programmatic interventions are - have begun in Year 2. That was our goal.

Woman: Right. Well, I just want to clarify that though because well, we can implement a program, we cannot - the funds can't go to schools unless we have a (dater).

But can we set aside some - can we take - can we set aside sometimes in Year 1 for programmatic implementation and then only award them in Year 2?

Bryan Williams: Thank you.

Woman: So it's a little different from what you said.

Bryan Williams: Yes. Let's - can you give me a call after the Webinar so we can...

Woman: Okay.

Bryan Williams: ...you know, because I think this is a fairly specific issue.

Woman: Okay.

Bryan Williams: And, you know, I want to give some folks - some other folks an opportunity to ask questions, but just give me a call after the Webinar and we can discuss this further in depth.

Woman: Sure. Thank you.

(Tom Harman): Thank you very much, Bryan. Thank you.

Bryan Williams: Uh-huh.

Coordinator: We have a question from Judi Sipowicz. Your line is open.

Judi Sipowicz: Hi. Back again here. I had a question about the representative sampling that we discussed at the last Webinar. With Maine, we have a representative sampling piece in our application and I'm just wondering because Maine is small and because we are intending to survey all the students with (unintelligible) version for parents who don't wish to be participating, does that mean that we still have to have that high level of detail of representative sampling in our application?

Kristen Harper: High level, please be more specific with regards to high - the detail - high level of detail?

Judi Sipowicz: Okay. At the last Webinar, we were instructed to include a high level of detail for representative sampling of students in Grades 9, 10, 11 and 12, and that the - from the entire group not just each grade level.

Kristen Harper: Correct. I mean...

Judi Sipowicz: Okay.

Kristen Harper: ...the requirement is that you collect a representative sample. We've not put a - we've not defined representative sample in the notice, however, that would probably be a part of your application, but...

((Crosstalk))

Bryan Williams: Sorry.

Kristen Harper: The requirement is that....

Judi Sipowicz: Just thinking that because...

Kristen Harper: ...of the population of a school in Grades 9, 10, 11 and 12...

Judi Sipowicz: Right.

Kristen Harper: ...as you collect the representative sample. The methods for collecting that representative sample or what - I mean the details, you know, that make up that representative sample, I'd imagine, would vary from school to school and from state to state, and so they'll be different and so we deliberately did not set a minimum standard for collecting that representative sample. Did that make sense?

Judi Sipowicz: Yes. I think so. We're - I'm just thinking, we're going to save for every kid in the high school and there will be probably few that don't get surveyed. So a representative sample to Maine, we're just thinking - we're going to sample a whole lot more than just a representative sample. That answers my question, I think, sufficiently.

And then the second question I had was we had talked last time about finding out if there indeed could be carryovers, and I don't know if that pertains to some of those other questions that have been previously asked but is there a chance to do a carryover?

Bryan Williams: The carryover from one project period...

Judi Sipowicz: Of one year to the next.

Bryan Williams: Oh, yes, yes. There is. Yes, that's always allowable in our discretionary grants.

Judi Sipowicz: Okay.

Kristen Harper: I think that was actually the last question that was asked, it's whether or not funds from Year 1 can be carried over to Year 2.

Bryan Williams: Uh-huh. Yes.

Judi Sipowicz: Okay, all right.

Kristen Harper: So California, does that answer your question? Oh, I apologize, I forgot that you...

((Crosstalk))

Judi Sipowicz: I hope it is.

Kristen Harper: So one last thing for you, Judi. While we did not define representative in the NIA, we would expect (unintelligible) the common place understanding what representative means meaning that whatever group of students is surveyed within the school, that it is - that it does represent some variations of students that are within the grades of that school...

Judi Sipowicz: Right.

Kristen Harper: ...Grades 9 through 12 within that school.

Judi Sipowicz: Right. I think we've got it covered.

Kristen Harper: Okay.

Judi Sipowicz: Thanks so much.

Coordinator: We have a question from (Mike Lewis). Your line is open.

(Mike Lewis): Hi. This is (Mike Lewis) from Delaware.

Bryan Williams: Hey, (Mike).

(Mike Lewis): How are you?

Bryan Williams: Good.

(Mike Lewis): Another question, what section in the grants can we state that we are meeting the absolute priority and competitive and invitational?

Bryan Williams: I would recommend that you address it in your project abstract.

(Mike Lewis): Project abstract?

Bryan Williams: Uh-huh. And I would also recommend that you address it in your project narrative under project - either significance or project design. I mean it's up to you. But just make it - and this is actually a good point, thanks for raising it.

If you are addressing the competitive preference and/or the invitational priority, it's a good idea to indicate that upfront so that we - it's crystal clear to us that you're doing it and that we can then take note of it. Because sometimes it's so vague that we're not quite sure whether an applicant is addressing a competitive preference or not.

So if you can, in some fashion, emphatically know, and the best place I think is in the abstract right upfront where you explicitly say we are addressing, you know, the following priorities in our proposal. That would be terrific.

(Mike Lewis): Okay. That answers very well. Thank you much.

Bryan Williams: Yes. You're welcome.

Coordinator: We have a question from (Joe Lucazano). Your line is open.

(Joe Lucazano): Yes. (Joe Lucazano). We're from Pennsylvania and, of course, we will be submitting a grant. I didn't tell you that before.

Bryan Williams: Oh, thanks, (Joe).

(Joe Lucazano): Okay, Bryan. Actually, I have a question from our grant writer - one of our writers here, (Stacey) who I'm going to put on here for a moment.

(Stacey): Hi, Bryan. My question relates to the reading and scoring of the application. I note that under Question 3, quality of project design, it talks about the necessity of linking the project design to research -- review of research.

My question related to reading is, we are integrating research - our understanding of research and links to research throughout the application.

Bryan Williams: Uh-huh.

(Stacey): And so if someone reads the application as a whole entity, they will see that, however, if they were only being scored under that question for our link to

research, we may need to reframe it. So the question is, is the same person going to read and score the grant from beginning to end or people...

Bryan Williams: Yes, yes. Each - our process works like this, each grant is screened initially by program staff for eligibility. Once it's deemed eligible, it is then forwarded to a panel of field readers who are independent of the federal government, and they are trained by us prior to the peer review.

And one of the requirements for our evaluation of applications is reviewers are instructed to not specifically, you know, look for information only under each individual criterion. They're instructed to read the entire application from, you know, cover to cover.

And if, for example, your research information isn't used throughout your narrative then, you know, they will assess it that way. They wouldn't say, "Well, you know, the evaluation in a research information was only under significance, not under quality of project design," so they're not going to get any points for it. As long as the criterion and the sub elements are addressed in the narrative, they are to assess it no matter where it's from.

(Stacey): Thank you.

Coordinator: We have a question from (Brian Larsen). Your line is open.

(Brian Larsen): Yes. This is (Brian) from Utah. Thanks, Bryan. We will, too, be applying.

Bryan Williams: Okay, good.

(Brian Larsen): I have a quick question. I know we have technical difficulty in getting cutoff earlier so...

Bryan Williams: Sorry.

(Brian Larsen): ...I heard you pertaining to this a little. It has to do with the 20% for program interventions. Is that 20% of the LEAs eligible that you can get to participate or is that 20% of the schools that are eligible or what the eligible?

Bryan Williams: Well, if you're talking about programmatic interventions...

(Brian Larsen): Yes. That's what we're talking about, 20% - that 20% of the one that actually you'll get to participate and be eligible because of their participation.

Kristen Harper: There are two 20% in there. (Unintelligible) 20% twice (unintelligible). The first, each state needs to have LEA's participation with those LEAs together represent at least 20% of the state's total student enrolment.

(Brian Larsen): Okay.

Kristen Harper: Number 1.

(Brian Larsen): I understand that.

Kristen Harper: Then the second one is, what - as you're choosing - when it comes the time to choose your school to implement programmatic intervention, you need to look state-wise and add up all of the schools that included a 9th, a 10th, 11th and a 12th grade. You've got to come up with a number.

(Brian Larsen): Okay.

Kristen Harper: You take 20% of that number and that is the total - that is the maximum number of schools that can be chosen to implement programmatic interventions.

(Brian Larsen): Okay. Got it now. Thank you so much for that clarification.

Kristen Harper: No problem.

Coordinator: Once again, that's star-1 if you would like to ask a question.

Kristen Harper: Just quickly, I see a question from (Beth McKennon) about whether or not funds can be spent for intervention programming for students in grades - under 9th grade.

Within eligible schools, programmatic interventions can be implemented for any student within an eligible school regardless of their grade. So long as the school has a 9th, a 10th, 11th or 12th grade, any student within that school has - may have access to whatever programs are implemented for that school. However, for those students outside of an eligible school, programmatic interventions may not be used for such students.

Coordinator: There are no other questions at this time.

Bryan Williams: Okay. Well, if there are no other questions, thanks again for listening in. We hope we addressed and clearly addressed all of your questions. If for some reason, we did not, feel free to give me a call. My contact information, email address is found on the screen right now.

I don't believe I am going anywhere unless I get a better offer some place, but that looks unlikely. Kristen is frowning at me, so I guess I'm not going anywhere.

Feel free to, you know, download this PowerPoint, all five slides of it, but if you have any questions after the call, if we didn't cover something or if you think of anything after we hang up today, feel free to give me a call.

I know everyone is working intensely on getting their proposals finished and submit it so I will try to respond to everyone as quickly as I can. And thank you again for your participation and we look forward to receiving your proposals.

Coordinator: Thank you. That concludes today's call. You may disconnect at this time.

END